



2019-2021 Public Charter School Program Start-Up Grant (Subchapter C)
COMPETITIVE GRANT Application Due 5:00 p.m. CT, April 30, 2019

NOGA ID

Authorizing Legislation

P.L. 107-110, ESEA, as amended by NCLB, Title V, Part B, Subpart 1; TEC, Chapter 12

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Application stamp-in date and time

RECEIVED
TEXAS EDUCATION AGENCY
2019 APR 29 PM 2:45
DOCUMENT CONTROL CENTER
GRANTS ADMINISTRATION

Grant period from

July 1, 2019 – February 28, 2021

☒ Pre-award costs are not permitted.

Required Attachments

1. Documentation of Authorization to Charter
2. Board of Trustees Approval
3. Narrative Description from Superintendent
4. Federal Definition of a Public Charter School

Amendment Number

Amendment Number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization CDN Vendor ID ESC DUNS
Address City ZIP Phone
Primary Contact Email Phone
Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> NCLB Provisions and Assurances requirements |

Authorized Official Name

Title

Email

Phone

Signature

Date

Grant Writer Name

Signature

Date

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization.

RFA # SAS #

2019-2021 PCSF Start-Up Grant (Subchapter C)

701-19-103-007

Shared Services Arrangements**X** SSAs are **not permitted** for this grant.**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

| Quantifiable Need | Plan for Addressing Need |
|--|---|
| Declining enrollment has resulted in approximately 12 vacant classrooms with a low student population of approximately 600. Surveys of parents and community members indicate a lack of awareness of the school's facilities and instructional programs available. | Program funds will be used to increase enrollment/awareness by developing a marketing and outreach program to include community events/meetings, informational materials, targeted newspaper and radio ads, digital marquee, and training for the Campus Governing Board. |
| During first seven months of SY18-19 over 400 students sought assistance from the school counselor. Conversations focused on how students' emotions were distracting and disengaging them from learning. | Program funds will be used to create an engaging blended learning environment in support of the STEAM program; provide professional development on implementing a blended learning classroom and social emotional learning; acquire technology and collaborative furniture; and STEAM foundations training. |
| 2018 STAAR test results for 3rd through 8th grade show only 53% of students Meet or Master Reading and 23% of students Meet or Master Writing. | Program funds will be used to develop creative and critical thinking skills of all students through the STEAM program. Early exposure to non-fiction and procedural text will provide expository writing models. Start-up grant program will support professional development and resources for teachers in literacy. |

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By February 28, 2021, 100% of teachers will achieve proficient on The New Teacher Project (TNP) Blended Core Teaching Rubric and 75% of students will achieve Academic Tenacity (Grit) on the Collaborative for Academic, Social, and Emotional Learning (CASEL) Social and Emotional Learning Indicators Intra-Personal Dimension.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Ball Academy will complete the following within the first grant quarter (JULY 2019-NOVEMBER 2019):

Objective 1.1. Provide professional development to support initial implementation of the charter through a 10-day Teacher Summer Institute; Objective 1.2. Begin purchasing technology and making infrastructure updates; Objective 1.3 Begin purchasing furniture for collaborative learning environments; Objective 1.4. Begin purchasing digital marquee for campus; Objective 1.5. Contract with PBL, Cooperative Learning, and SEL consultants to provide professional development; Objective 1.6. Purchase STEAM supplies and materials as needed; and Objective 1.7. Refine and train teachers on blended learning and social emotional learning rubrics.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

Ball Academy will complete the following within the second grant quarter (DECEMBER 2019-APRIL 2020):

Objective 2.1. Continue providing professional development in the areas of PBL, Cooperative Learning, Blended Learning, and SEL; Objective 2.2 Train teachers on using technology in a blended learning environment; Objective 2.3. Install furniture for collaborative learning environments; Objective 2.4. Install Digital Marquee; Objective 2.5. Continue purchasing STEAM supplies and materials as needed; and Objective 2.6. Begin using the blended learning and social emotional learning rubrics to measure implementation

Third-Quarter Benchmark

Ball Academy will complete the following within the third grant quarter (MAY 2020 – SEPTEMBER 2020):

Objective 3.1. Continue providing professional development in the areas of PBL, Cooperative Learning, Blended Learning, and SEL; Objective 3.2. Continue training teachers on using technology in a blended learning environment; Objective 3.3. Continue purchasing STEAM supplies and materials as needed; Objective 3.4. Continue using the blended learning and social emotional learning rubrics to measure implementation; and Objective 3.5. Provide professional development through a 5-day Teacher Summer Institute

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks do not show progress towards meeting your summative SMART goal, describe how you will use evaluation data to modify your program for sustainability.

The Campus-based Leadership Team and teachers will meet regularly according to the Professional Learning Community (PLC) plan, or more often if needed, and will create corrective action plans that will address students that do not show progress in benchmarks. Corrective action plans to address students' needs must be transformational and not transactional and some data, such as attendance, will be reviewed more often (daily) than academic data which is contingent upon test administration or grading periods. It is important when addressing areas that do not show progress that we focus on five areas as mentioned by Frontier and Rickenbaugh's research (2014):

1. Structure: Changing the logistical components of the school, classroom, schedule, staffing, or processes.
2. Sample: Grouping of students in any classroom or program at any given time. This may include heterogeneous vs. homogeneous grouping, etc.
3. Standards: Modifying the expectations for student learning which include state academic standards, school-level criteria for student performance, and classroom and teacher expectations for quality work.
4. Strategy: Focusing on any one of the practices teachers use to help students deepen their understanding of content and improve their ability to use important skills.
5. Self: Provide support so that teachers and student have positive beliefs about their capacity to be effective. Building student confidence, growth mindset, and teacher efficacy are also important and will be addressed through celebrations.

Also, the project team will monitor the budget using detailed cost reports with expenses by line item and budgeted and actual variances. Further, SAISD uses an online grant management system that stores all grant-related information in a centralized hub for enhanced communication and efficiency.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ 3. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2019–2021 Public Charter School Program Start-Up Grant (Subchapter C) Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
- ☒ 4. The applicant provides assurance that their financial accounting system adheres to the following requirements:
- a. accommodates the minimum 15-digit account code mandated by the FASRG;
 - b. generates information needed for PEIMS reporting; and
 - c. ensures adequate accountability of state and federal funds.
- If the applicant's financial accounting system is not approved by TEA, the applicant assures that it will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the applicant will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.
- ☒ 5. The applicant provides assurance that it will maintain clear documentation and data for the school and students served by the 2019–2021 Public Charter School Program Start-Up Grant (Subchapter C), will comply with any reporting and evaluation requirements that may be established by the TEA, and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the grant funds.
- ☒ 6. The applicant provides assurance that it has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the applicant will provide such copy immediately.
- ☒ 7. According to Title V, Part B, of NCLB, to receive federal grant funds of any type including U. S. Department of Education funds, the applicant must meet the federal definition of a charter school (See Attachment #1). By signing Attachment #1 and submitting the application, the authorized official of the applicant organization certifies that each of the statements in the definition is true and that the applicant is in compliance with this definition. An applicant is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.
- ☒ 8. The applicant provides assurance that it will comply with the [Individuals with Disabilities Education Act §1413\(a\)\(5\) and §1413\(e\)\(1\)\(B\)](#).

Statutory Requirements

1. Describe the administrative relationship between the charter school and the authorizing and/or sponsoring agency (i.e. the local board of trustees, the commissioner of education, or the charter holder board).

As an approved in-district charter, Ball Academy will continue to operate under the legal auspices of the San Antonio ISD (SAISD) Board of Trustees per Local policy, and as such, the Board, or designee will be responsible for oversight that maintains high educational and operational standards, preserves school-level autonomy, and safeguards student and public interests. The Ball charter will maintain a close working financial and operational relationship with the district. Charter status will allow for increased flexibility in receiving district and internal/external grant monies. For all regulations regarding operations and finances, Ball Academy will refer to the Annual Operating Budget of the SAISD. The campus principal will follow district guidelines for operational and financial plans.

Approval of Ball's charter application by the Board also formalized a Performance Contract between the Board and the campus. The In-District Charter Application outlines the mission and goals of the charter, the curriculum and instructional program to be offered, performance objectives, performance goals for State Accountability, and the policies and waivers that were granted. The charter will be evaluated using the performance measures stipulated in the Performance Contract.

The Superintendent or designee will monitor, evaluate, and publish charter school performance annually and present a summary of charter school performance to the Board during a scheduled Fall meeting. The Board will review whether the charter school met the expectations set forth in the performance contract and will renew the campus charter on a three- to five-year cycle to determine whether the Ball charter is renewed, placed on probation, or revoked.

2. Describe how the authorized public chartering agency will provide for continued operation of the school once the grant has expired. Provide reference to relevant program-related attachment, including page numbers, where necessary.

It is critical that grant funding is secured and in place during the early years and spent strategically to allow for quality project management and implementation. Grant funding will allow the school leadership team to go through a high-quality school launch process in collaboration with the District's Office of Innovation and school design partners and explore, pilot, and iterate with their staff best-in-class instructional approaches before scaling programs school wide. Given this, the District has launched its in-district charter school strategy with long-term financial sustainability in mind.

To ensure financial sustainability, the District will: 1) Scale campus-based budget and staffing autonomies to allow for flexible staffing models and the most efficient and strategic use of existing resources, 2) Ensure that curriculum and staffing models implemented with grant funding are sustainable on per-pupil allotments once grant funds are exhausted, 3) Continue to develop and execute Senate Bill 1882-based partnerships with mission-aligned nonprofit school design partners and operators, and 4) Continuously leverage the SAISD Foundation and local philanthropic partners to annually raise a school design fund to support the District's in-district charter school strategy.

3. Describe and justify any requests for waivers of any federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived or otherwise not apply to the school.

To ensure successful implementation of the charter, the school requested waivers over District policies pertaining to the use of talent, time, and resources. The Ball Academy charter was granted full autonomy over its staffing model, including the selection, management, work hours and assignment, job description, and duties at the school. The campus-based leadership team was also given authority over its academic program and strategies (subject to state standards and federal regulations), including, but not limited to, curriculum, length and design of the school day, the academic calendar, course offerings, professional development, and summer school. Additionally, the campus will be able to opt out of District professional development (PD) mandates and select the type of PD for its staff based on its needs. Finally, the school will retain sole discretion of how it distributes the funds within the school's budget in accordance with state and federal policies, laws, and guidelines. See attached In-District Charter Application and District Charter School Authorizing Policy.

Statutory Requirements

4. Describe how the grant funds will be used to accomplish the purpose, address the Quantifiable Needs, and achieve the SMART goal of the grant. Describe how the items and activities are necessary for initial implementation and the anticipated outcome for using grant funds for the purpose. Include a description of how such funds will be used in conjunction with other federal programs administered by the U.S. Secretary of Education.

Grant funds requested are necessary to implement Ball Academy's academic model of STEAM (science, technology, engineering, liberal arts, and mathematics) instruction and the four supporting pillars; 1) project-based learning (PBL) and inquiry-based learning (IBL); 2) technology; 3) fine arts; and 4) cooperative learning. Grant funds being requested in support of the project purpose, goals and objectives fall into four categories: classroom furniture and supplies, professional development, technology, and marketing/outreach.

Funding will be used to purchase flexible seating arrangements (chairs, desks, tables, etc.) in all classrooms as well as in common areas. Common areas include libraries, maker spaces, computer labs, and auditorium. PBL and literacy supplies and materials will be purchased throughout the project to support STEAM unit lessons. Teachers, administrators, and staff will be offered numerous professional development opportunities in support of the charter's educational program.

Supplemental pay will be provided for teachers to attend summer institutes. Expert consultants in the areas of cooperative learning, social-emotional learning, STEAM, literacy, and technology integration will be contracted for professional development services throughout the project period. Teachers and administrators will also have the opportunity to attend conferences to increase their content and provide them with up-to-date best practices. Marketing and outreach materials and resources include but not limited to, school websites, social media, digital marquee, school banners for street postings, articles in area newspapers, home mail-outs, and radio ads. Grant funds will be used to purchase technology devices all classrooms, including elective courses. Devices include tablets, laptops, desktops, interactive boards, and printers. Funds will also be used to update network infrastructure and purchase software. These funds will supplement other federal program funds received by the campus.

5. Describe how the charter school that is considered a local educational agency (LEA) under state law, or a LEA in which a charter school is located, will comply with the Individuals with Disabilities Education Act §1413(a)(5) and §1413(e)(1)(B). ***Failure to respond appropriately to this requirement will deem the applicant ineligible for funding as meeting the needs of special education students is a statutory requirement for this federal program.***

Special Education (SpEd) shall be an integral part of the total educational program at Ball Academy in order to ensure that all SpEd students receive high quality services and supports. Ball Academy will use an inclusion framework that ensures: 1) Students with disabilities will be educated with their non-disabled peers to the greatest extent possible within the least restrictive environment; and 2) All students, regardless of disabilities will be provided access to the general curriculum in accordance to their individual needs. Furthermore, an Individualized Education Program (IEP) will be developed for each identified SpEd student. The teacher of record in coordination with the SpEd teacher will work closely with parents to keep them informed of their child's progress and suggest techniques to promote learning at home. Appropriate curriculum modifications and accommodations will be provided for any student with disabilities whose individual needs cannot be met through the state required curriculum elements without additional supports. Additionally, centralized services will be provided, which allows for learning in an environment that is most appropriate and least restrictive to meet the students' needs. Some self-contained instructional settings which are clustered in the district may not be available at the campus.

6. Describe the educational program to be implemented by the proposed charter school, including how the program will enable all students to meet challenging state student academic achievement standards, the grade levels or ages of children to be served, and the curriculum and instructional practices to be used. Provide reference to relevant program-related attachments, including page numbers, where necessary.

Ball Academy will serve Pre-K through 8th grade students with a STEAM (science, technology, engineering, liberal arts, and mathematics) focused academic program consisting of four pillars: PBL and IBL; technology, fine arts; and cooperative learning. Each pillar will add value to student academic growth: PBL through learning about various subjects integrated with one another; IBL by stimulating students' curiosity; technology to collaborate, create and communicate information fluently; fine arts to express creatively; and cooperative learning to provide structures for effective and efficient communication. There will be a minimum of four (4) STEAM units required per school year. The school will also adopt the CASEL framework of social and emotional competencies to support student emotional growth. Refer to page 8 of the In-District Charter Application for additional information on the educational program.

Statutory Requirements

7. Describe how the charter school will be managed and governed. Include a detailed description of the ways in which the campus charter school will be permitted to manage autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. Describe how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district. Provide reference to relevant program-related attachments, including page numbers, where necessary.

A Governing Board, comprised of a diverse group of members with varied expertise, will be responsible for the governance and decision-making of the charter in collaboration with the campus-based leadership team and shall be accountable to the SAISD Board of Trustees. The Governing Board will examine practices outlined in the school's Campus Improvement Plan (CIP) and the mission described by the charter. The school's Governing Board will also review its core charter initiatives and strategies to ensure quality implementation as well as plan professional development in collaboration with the school's leadership team necessary to achieve the campus' goals. Meetings will be held quarterly, and the assessment of student achievement will be a constant focus. Discretionary funds will be managed by the principal with input from the school's Governing Board as part of the decision-making process. The campus will have authority to select its staff, adopt curriculum and instructional materials; establish the school calendar, day, and schedule, and implement customized professional development for its teachers and administrators. Refer to pages 26-29 & 36-39 of the In-District Charter Application.

8. Describe the performance measures and methods by which the charter school will determine its progress toward achieving those objectives. For each objective include a description of what is going to change as a result of this grant project, who will achieve the change, how much change will occur, and when will the change occur. Provide reference to relevant program-related attachments, including page numbers, where necessary.

Performance measures and methods are codified in the attached Performance Contract. They are grouped under three categories: Academic Excellence, Organizational Strength, and Financial Health. Academic Excellence will measure growth and performance on State assessments (subject to TEA's A-F accountability rules). Organizational Strength will measure teacher satisfaction based on a district-wide teacher survey, parent confidence in the school model based on parent satisfaction rate that meets or exceeds the district average on a district-wide parent survey, and average daily attendance. Metrics used for Financial Health are designed to ensure financial sustainability and unqualified audit requirements in order to maintain a balanced budget and a stable cash flow. See attached Performance Contract and District Policy for Charter School Accountability.

9. Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the charter school.

Ball Academy will use various modes of technology and social media to present information to parents and other members of the community regarding the planning, program design, and implementation of the program. Once the school is established, strategic partnerships will be formed with locally-based school support organizations so that all constituents are involved in making the school's model a reality and accessible for all students, especially historically disadvantaged subgroups. Collaborative partnerships and communication channels will be established to leverage resources and expand learning experiences for students through multiple platforms (i.e. social media; mentoring; internships; MOUs; etc.). All constituents will be invited to important events to partake in learning experiences to enhance and celebrate our students' successes.

10. Describe how students in the community will be informed about the charter school and given an equal opportunity to attend the charter school.

Ball Academy will participate in the SAISD's unified enrollment system regulated by the Office of Access and Enrollment Services. Ball will be included in all District student recruitment initiatives such as in-district charter fairs held throughout San Antonio. The school will be open to all students, regardless of their academic abilities and where they live. Ball will drive the student recruitment and enrollment process through the lottery (if applicants outnumber seats available) and other key enrollment phases (i.e. registration). Ball staff will also support District efforts by canvassing, holding open houses, attending District recruiting events and community meetings, mailing acceptance and wait list letters and making calls to families to help with enrollment decisions, sending follow-up letters to admitted students, conducting on-campus enrollment meetings, calling wait listed students, and monitoring attendance during the first weeks of school in case students need to be called from the wait list. Ball will continue to prioritize serving its neighborhood attendance zone.

Statutory Requirements

11. Provide a description of the campus charter's process to become a charter school, including a) the district's general process for approval of campus charter schools and the steps the campus took to become a charter; b) the premise in which the school board approved the campus for which a charter was granted to operate; c) what the campus will be doing differently, above and beyond that of a regular district campus that merits charter status and charter school start-up funds; and d) if the campus is converting from a regular district campus to a campus charter, what the campus charter will be doing above and beyond that which was done when it operated as a district campus. Provide reference to relevant program-related attachments, including page numbers, where necessary.

The Ball Academy charter was developed according to SAISD policies and procedures to promote high academic standards and innovative instructional practices. The campus participated in the District's comprehensive Annual Call for Quality School 1.0 as a proposed, startup open enrollment new school model. The process included; 1) applicant teams consisting of three to five people, including at least three people who will be working at the campus full-time; 2) extensive school design support from the Office of Innovation; 3) engagement with school staff, parents and community; and 4) a rigorous evaluation process with an in-depth application review and in-person interview by a team of qualified reviewers, including existing in-district charter principals, district staff, and external professionals. The charter plan was presented and discussed at a public forum. SAISD's internal audit department reviewed and confirmed petitions demonstrating a majority (2/3) of parents' and classroom teachers' approval of Ball's charter authorization.

Ball Academy's charter application met the requirements of the Annual Call 1.0, District policy, and relevant state laws and regulations and was approved by the school board. As an in-district charter, the school will be held to the academic and operational targets outlined in the performance contract which is above and beyond that of a regular district campus. In exchange for meeting the performance measures, the school-based staff was granted full autonomy over the use of talent, time, and resources as permitted by law and TEA rules. For additional information, refer to the local District's policy for authorizing campus charter schools attachment.

12. Describe the periodic review and evaluation process for the charter school. Specify any basis, in addition to a basis specified by Subchapter C, on which the campus charter may be placed on probation or revoked. Describe how the district authorizer will use increases in student academic achievement as one of the most important factors when determining whether to renew or revoke a school's charter. Provide reference to relevant program-related attachments, including page numbers, where necessary.

The charter will be evaluated using the metrics in the approved performance contract. Performance will be published annually and presented to the SAISD Board of Trustees during a scheduled meeting. The Board will review whether the charter school met the expectations set forth in the performance contract and will renew the campus charter on a 3- to 5 year cycle to determine whether the charter is renewed, placed on probation, or revoked. Refer to local policy attachment.

13. Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit separate and apart from the district audit. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in PEIMS. Provide reference to relevant program-related attachments, including page numbers, where necessary.

The SAISD will hire a Texas certified or public accountant to conduct an independent financial audit annually, following the conclusion of each fiscal year on June 30. The audit report will be submitted to SAISD administration in a timely fashion and will be included in the District's annual report, as appropriate. The scope of the audit will be limited since many of the examinations are already covered by the District's annual independent financial audit.

14. Explain the manner in which the district will flow other federal funds to the campus charter. Describe the timelines for flowing the federal funds to the campus charter that ensure students are promptly receiving the benefit of services that appropriate federal funds can provide. Provide reference to relevant program-related attachments, including page numbers, where necessary.

Annually the SAISD, in collaboration with Ball Academy and its Campus-based Leadership Team, will determine eligibility and allocation of federal funds including, but not limited to: Title grants, IDEA, and the School Lunch Program. The District administration will prepare and submit federal grant applications no later than June 30 and the SAISD Board of Trustees approved budgets will be made available to the campus in early July of each year.

TEA Program Requirements

1. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2019–2020.

| Charter School Type | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|--|----|---------------|-----|----------------|-----|----------------|----|----|----|----|---|----|----|----|-------|
| Subchapter C | 43 | 49 | 61 | 40 | 61 | 70 | 78 | 67 | 68 | 75 | 0 | 0 | 0 | 0 | 612 |
| Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/> | | | | | | | | | | | | | | | |
| Total Staff | 60 | Total Parents | 979 | Total Families | 461 | Total Campuses | 1 | | | | | | | | |

2. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2020–2021.

| Charter School Type | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---------------------|----|---------------|-----|----------------|-----|----------------|----|----|----|----|---|----|----|----|-------|
| Subchapter C | 55 | 55 | 52 | 63 | 42 | 63 | 72 | 80 | 69 | 70 | 0 | 0 | 0 | 0 | 621 |
| Total Staff | 60 | Total Parents | 993 | Total Families | 468 | Total Campuses | 1 | | | | | | | | |

3. Provide the number of students to be served in 2019–2020 who would otherwise attend a school identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

| Charter School Type | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|--|----|---------------|---|----------------|---|----------------|---|---|---|---|---|----|----|----|-------|
| Subchapter C | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 |
| Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/> | | | | | | | | | | | | | | | |
| Total Staff | 0 | Total Parents | 0 | Total Families | 0 | Total Campuses | 0 | | | | | | | | |

4. Provide the names and nine-digit county/district/campus numbers of the campuses identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school that you will be impacting as described above. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

| # | District Name | Campus Name | 9 Digit CDC Number |
|--|-----------------|-------------------|--------------------|
| 1. | San Antonio ISD | Poe Middle School | 15-907-054 |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |
| Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/> | | | |

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

| | | | |
|-------|----------------------|---------|----------------------|
| Group | <input type="text"/> | Barrier | <input type="text"/> |
| Group | <input type="text"/> | Barrier | <input type="text"/> |
| Group | <input type="text"/> | Barrier | <input type="text"/> |
| Group | <input type="text"/> | Barrier | <input type="text"/> |

PNP Equitable Services

☒ PNP Equitable Services **does not apply** to this grant.

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Total Planning Activity Costs (refinement of the desired educational results and the methods for measuring progress toward achieving those results and professional development of teachers and other staff who will work in the charter school) \$170,000

Total Implementation Activity Costs (informing the community about the school, acquiring necessary equipment and educational materials and supplies, acquiring or developing curriculum materials, and other initial operational costs that cannot be met from state or local sources) \$630,000

Total Planning Activity Costs + Total Implementation Activity Costs
(This amount should match TOTAL BUDGET REQUEST) \$800,000

PAYROLL COSTS (6100)**BUDGET**

| | |
|---|----------|
| Extra Duty Pay for Summer Institute | \$85,470 |
| Employee Benefits (Social Security @ 7.65%, Workers' Comp. @ 1%, & TRS @ 8.35%) | \$14,530 |
| | |
| | |

PROFESSIONAL AND CONTRACTED SERVICES (6200)

| | |
|--|----------|
| Technological Infrastructure Upgrades (i.e. cabling, hotspots, etc.) | \$50,000 |
| Professional Development Consultation Fees | \$70,000 |
| Marketing / Outreach Services | \$50,000 |

SUPPLIES AND MATERIALS (6300)

| | |
|---|-----------|
| Flex Furniture (i.e. desks, tables, chairs, storage units, etc.) | \$200,000 |
| Blended Learning/Literacy/PBL Supplies and Materials | \$30,000 |
| Technology (i.e. tablets, laptops, desktops, printer, interactive boards, etc.) | \$200,000 |

OTHER OPERATING COSTS (6400)

| | |
|--|----------|
| Conferences - Kagan Summer Institute at Disney World (Fees, Travel, etc.) (4-5 days) | \$50,000 |
| | |
| | |

CAPITAL OUTLAY (6600)

| | |
|------------------------------|----------|
| Digital Marquee with signage | \$50,000 |
| | |

TOTAL BUDGET REQUEST \$800,000